

# Understanding Plagiarism



# UNDERSTANDING PLAGIARISM

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# INTRODUCTION

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Welcome to Understanding Plagiarism!

This textbook was designed by librarians at Louisiana State University Shreveport's Noel Memorial Library. This textbook will introduce you to the basics of understanding plagiarism, what plagiarism is, and how to avoid it. Using self-directed and active learning, you will learn the basics of plagiarism, citations, and incorporating citations into your writing.





# MODULE I

# ACADEMIC INTEGRITY

## Learning Objectives

After completing Module One, you will be able to:

- Name and describe the six values of academic integrity
- Explain the personal benefits of adhering to academic integrity principles
- Name your responsibilities as per the *Louisiana State University Shreveport Code of Student Conduct*
- List the nine academic integrity violations outlined in the *Code of Student Conduct*
- Apply the *Code of Student Conduct* to scenarios involving academic integrity violations
- Name the consequences of academic integrity violations



1.

# WHAT IS ACADEMIC INTEGRITY?

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## Academic Integrity

### Academic integrity: A shared responsibility

As a student at LSUS you are part of an academic community that is governed by the fundamental principles of academic integrity. It is important for all members of this community, **professors and students alike**, to uphold these principles for the advancement of academic scholarship and the continued building of knowledge.

### Why you should care



Completing a degree, diploma, or certificate program is an endeavor that requires a great deal of hard work and dedication. By maintaining your own integrity and upholding LSUS's standards of academic integrity, you will achieve a **true representation** of the effort you put into your studies. As a graduate of LSUS, you will reflect on your time in college with pride over your achievements and confidence in the knowledge that you maintained your reputation as well as the reputations of your peers, instructors, and university.

A student who prioritizes integrity is also a well-prepared student for the workforce. By putting the necessary time and effort into your classes, you will gain

valuable knowledge and skills to help you find success in your future career.

### So what does academic integrity mean?

**The International Center for Academic Integrity describes the need for the academic community to maintain six values as part of a commitment to academic integrity (4):**

- Honesty
- Trust
- Fairness
- Respect
- Responsibility
- Courage

The following information defines the six academic integrity values and gives you various real-life scenarios to illustrate appropriate and inappropriate actions. The scenarios are adapted from the *Integrity Matters* app (MusicCentric Technologies).

## Honesty

Honesty is the first step to academic integrity. Students demonstrate honesty by respecting university policies, following the instructions of their professors, and completing their work without unauthorized help. Honest students avoid dishonest behaviors such as lying, cheating, fraud, theft, impersonating another person, and falsification of data. Just as students are expected to be honest in their work, faculty, staff, and the university as a whole must also practice honesty to build a community focused on integrity.

Sort the following examples into honest and dishonest behaviors.



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## Trust

By practicing honesty, you will build a relationship of trust both with your peers and your instructors. Trust develops over time and is mostly based on your actions. For example, a student who repeatedly submits work that is honest and created without falsification will establish trust with their instructor. Likewise, instructors build trust by being transparent in their assignments and fair in their grading practices. Trust is also reciprocal; to develop trust in others, we must first act in a way that inspires trust in our own work.



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## Fairness

A person of integrity is fair. You are fair to your peers when you do your own work, to authors when you acknowledge their work through citation, to the university when you respect and follow academic integrity standards, and to alumni when your behavior helps to support the value of their degrees. Fairness is also critical at the level of the university. By developing clear and reasonable policies to guide students and faculty in matters of academic integrity, LSUS ensures that all students are treated consistently and equitably.



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## Respect

Respect, both for oneself and for others in the academic community, is another necessary component of integrity. As a student at LSUS, you will frequently encounter diverse opinions and viewpoints that may differ drastically from your own. You show respect in these instances by recognizing the value of contradictory ideas and accepting the differences of others. A student with respect actively engages in the learning process and expresses interest in gaining new knowledge. They listen to the opinions of others while also sharing their own ideas in a civil manner. Respectful, friendly debate is an integral part of the college experience. Other ways of showing respect include adhering to assignment instructions, crediting others for their ideas, and showing that you are putting your best efforts forward.



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## Responsibility

Responsibility for academic integrity is shared by all members of the LSUS community, including students, faculty, and administrators. A responsible student is accountable for their actions. This means taking the time to learn campus policies and rules, applying them to your work, and asking questions when you do not fully understand the expectations of your instructors or the university. You show responsible behavior when you lead by example, resist negative peer pressure, and discourage others from violating the principles of academic integrity.



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## Courage

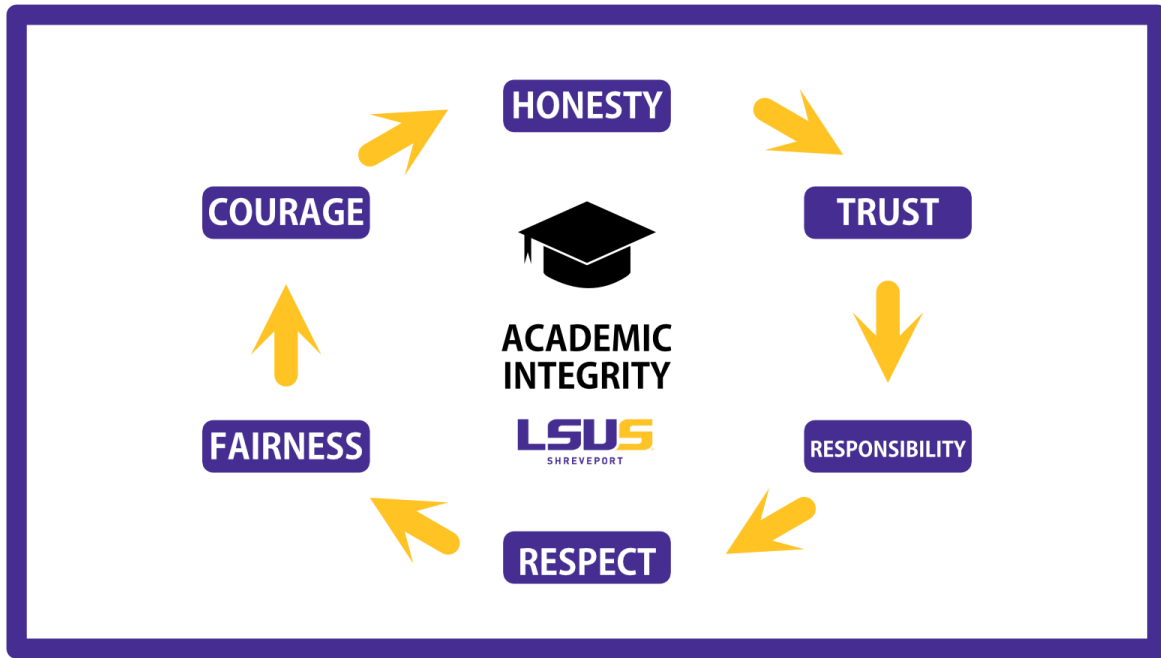
Though more a personal quality than a value, courage is necessary to uphold personal convictions in the face of fear or temptation. Throughout your time as a college student, your courage will be continuously tested as you encounter situations with potential risks. For example, a student who fears receiving a bad grade may be tempted to pay another student to write a paper. It requires courage to resist the urge to take the “easy way out” and work independently on an assignment despite the fear of failure. By making good choices and upholding academic integrity, your courage will develop naturally over time alongside the values of honesty, trust, fairness, respect, and responsibility. Willingness to take risks, speak up against wrongdoing, and remain brave in the face of adversity are just a few ways students can demonstrate courage.



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## Conclusion



As these scenarios demonstrate, there is always an opportunity to do the right thing. Remember the six values of academic integrity when you encounter unfamiliar situations and ask for guidance when you are unsure how to proceed. The power to uphold academic integrity is in your hands.

2.

## CODE OF STUDENT CONDUCT POLICY & PROCEDURES

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LSUS's *Code of Student Conduct* outlines your **rights and responsibilities** in terms of academic integrity. Please familiarize yourself with this policy by clicking [here](#) to read the *LSUS Code of Student Conduct*.

### Key Takeaways

#### **Your responsibilities as per the Code of Student Conduct:**

- Students have a responsibility to meet the **highest standards** of student conduct, which includes maintaining academic integrity.
- Students must not commit academic misconduct.

## What is meant by academic misconduct

High standards of academic integrity are crucial for the university to fulfill its educational mission. To uphold these standards students are responsible for submitting work that is reflective of their academic performance.

Academic misconduct simply refers to “those violations detailed in the code that are specific to academic student behavior.” These violations may be either academic or behavioral misconduct. Academic misconduct violations include:

- Collaboration
- Collusion
- Copying
- Failure to follow course requirements
- False information



- Misrepresentation
- Other academic misconduct
- Plagiarism
- The use of unauthorized materials

Please familiarize yourself with the details of each violation in the *Code of Student Conduct*. Section 10.1 outlines and defines the behaviors that are considered academic misconduct.

## Test your understanding

Try the following activity to test your understanding of academic misconduct violations.



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## Consequences for violating academic integrity

### Key Takeaways

Violations of academic integrity are taken very seriously and carry with them **severe consequences**. If reported, you may:

- Get a **grade of 0** on your assignment
- Have the **overall class grade lowered** by one letter
- Get a **failing grade** in the course
- Be **suspended** from the University

It is important to remember that you may face disciplinary action for any academic integrity violation, regardless of whether you committed it **intentionally or unintentionally**. An integrity violation will be

noted on your academic record. This may negatively impact your chances to apply for graduate studies and obtain references needed for university-related applications. It may also impact your future employment.



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## So what is the best way to avoid committing a violation?

- Be **honest** in all areas of your academic life
- Do your **own** work
- Submit **original** work
- Only work with others if your instructor **permitted** it
- If permitted to work in groups, **acknowledge** the contributions of others
- Acknowledge all your sources of information by **citing** them properly
- Learn to quote, paraphrase, and summarize **properly**
- Get help if you need it but only from **approved** sources
- Do **not** help another person commit a violation

## Recap

Let's recap what you have learned in Module One.

### Key Takeaways

- As a student **you are a part** of the scholarly community.
- All members of this community must uphold the six principles of academic integrity: **honesty, trust, fairness, respect, responsibility, and courage.**
- Any act of falsification, misrepresentation or deception:

- is dishonest and compromises the worth of other's work
  - undermines the trust between students and professors
  - is unfair to students who pursue their studies honestly
  - disrespects professors and the institution as a whole
  - is irresponsible to yourself because it prevents you from meaningfully reaching your own scholarly potential
- It is **your responsibility** to uphold academic integrity standards.
  - Integrity violations can have severe academic consequences.

**Congratulations, you have finished Module One.**



## MODULE II

# UNDERSTANDING PLAGIARISM

### Learning Objectives

After completing Module Two, you will be able to:

- Explain what plagiarism means
- Describe the different types of plagiarism
- Recognize instances of plagiarism
- Name the possible consequences of plagiarism



3.

## PLAGIARISM DEFINED

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Plagiarism is one of the most frequently committed violations of academic integrity. It comes in many forms, ranging from direct plagiarism, where a student purposefully submits work that is not their own, to accidental plagiarism, where a student commits plagiarism by mistake while attempting to do honest work. In some cases, plagiarism encompasses an entire paper while in others the plagiarized text may include only a few words. This unit will provide you with the skills necessary to avoid the various types of plagiarism.

### What does the word *plagiarism* mean?

The Merriam-Webster Online Dictionary<sup>1</sup> defines “plagiarize” as:

- “to steal and pass off (the ideas or words of another) as one’s own”
- “use (another’s production) without crediting the source”
- “to commit literary theft”
- “present as new and original an idea or product derived from an existing source”

The LSUS Student Code of Conduct provides the following definition for “plagiarism”:

- “Lack of appropriate citation, or the unacknowledged inclusion of someone else’s words, structure, ideas, or data; failure to identify a source, or the submission of essentially the same work for two assignments without permission of the instructor.”



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1. “Plagiarize, *V.*” *Merriam-Webster Dictionary*, Merriam-Webster, [merriam-webster.com/dictionary/plagiarize](https://www.merriam-webster.com/dictionary/plagiarize). Accessed 28 Apr. 2022.

These are just a few of the many definitions of the word plagiarism, but all have one thing in common: the **misrepresentation** of something created by another person as your own.

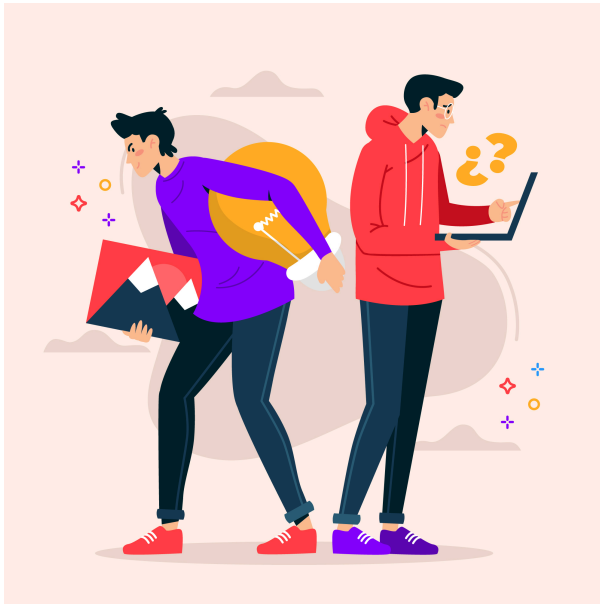


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## Direct vs. Accidental Plagiarism



### What is direct plagiarism?

Direct plagiarism occurs when someone purposefully claims the words of another as their own. This type of plagiarism is deliberate; it involves actively choosing not to provide a citation for material from another source.

### What is accidental plagiarism?

In other cases, plagiarism is committed unintentionally because individuals are unaware that their behavior qualifies as misrepresentation. Accidental plagiarism

includes such situations as providing a direct quotation without quotation marks, failing to cite a source, providing an inaccurate citation, and improperly paraphrasing when using material from a source.







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## Key Takeaways

- Accidental plagiarism and direct plagiarism look the same in practice, but the intention is different— direct plagiarism is completed on purpose while accidental plagiarism is completed unintentionally.
- Even if you have the best of intentions, the consequences for accidental plagiarism are the same as those for direct plagiarism.

4.

## OTHER FORMS OF PLAGIARISM

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### Contract Cheating

What is contract cheating?

Contract cheating is a type of plagiarism in which a student submits work created by another person. Contract cheating occurs when someone other than the student completes the assignment and the student submits the assignment as if they completed the work themselves. Contract cheating includes:

- Purchasing papers from online services and submitting them as your own work
- Submitting another person's paper as your own work, even if you made changes
- Completing assignments for another student which they submit as their own work

Why does contract cheating happen?

There are many reasons why students resort to contract cheating. Common reasons students rely on contract cheating are:

- Lack of time to complete work
- Pressure to achieve high grades
- Lack of motivation to complete the work on their own
- Lack of confidence in academic skills
- Lack of awareness of what is classified as cheating

Regardless of the motivation behind instances of contract cheating, every instance is treated very seriously and is recognized as plagiarism and academic dishonesty.

What are some examples of contract cheating?

In our digital age with websites designed specifically to sell papers and essays to students, contract cheating has become more common. Contract cheating includes instances such as:

- Purchasing a paper or assignment online
- Submitting a paper or an assignment written by another person
- Completing an assignment or paper for another student
- Submitting a take-home exam or test that has been written in full or in part by someone else.
- Buying or otherwise obtaining an unauthorized copy of exam answers or assignments



## What are the consequences of contract cheating?

Contract cheating, like all incidents of plagiarism, may have serious consequences. All allegations of contract cheating will be reported to LSUS's Student Advocacy and Accountability Office. This office will investigate the plagiarism claim and issue the appropriate disciplinary action. Possible disciplinary actions include:

- Receiving a grade of 0 for the assignment
- Receiving a grade of 0 for the course
- Academic suspension
- Academic expulsion

### Key Takeaways

- Contract cheating occurs when a student submits work completed by another person.
- Regardless of the reasons why students choose to resort to contract cheating, it is still cheating. Contract cheating is a form of plagiarism, and all instances will be referred to the LSUS Student Advocacy and Accountability Office.

## Collusion

### What is collusion?

You collude when you **submit shared work as individual work**. Collusion includes:

- Working on individual assignments, quizzes, or exams with a classmate
- Receiving unauthorized help from a tutor or other person to complete assignments
- Misrepresenting the individual contributions of the group members in group projects

### Why is it important to complete individual assignments independently?



Assignments allow professors to assess the knowledge of their students and ensure each student leaves the class having mastered the subject matter. Both contract cheating and collusion defeat the purpose of assignments. When you don't do your own work, your professors are no longer able to provide a fair evaluation of your efforts. This leaves professors unable to determine whether students have met the learning objectives of their courses. Students who complete their work independently are also better prepared to apply their skills in the workforce after graduation.

### Collaboration versus collusion – what is the difference?

**Collusion** describes situations in which students work together with others on assignments or examinations that are intended to be completed individually. Collusion is a violation of academic integrity and should be avoided.

**Collaboration** involves students completing assignments as a group when a professor has given explicit permission for students to work together. This is acceptable and does not violate standards of academic integrity.



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## Mosaic Plagiarism

### What is mosaic plagiarism?

Mosaic plagiarism is the use of words, ideas, and structures from one or multiple sources without giving credit to the original sources. This type of plagiarism often occurs when students consult many sources and incorporate their phrasing or structure without providing citations to the original sources. With this type of plagiarism, the student may try to find synonyms for words or change the sentence structure to make the work seem original, but the borrowing of ideas without giving proper credit is still plagiarism.

### What are some examples of mosaic plagiarism?

Mosaic plagiarism can take many forms, from cloning the ideas and words of a source exactly to simply “borrowing” the structure of a source. Take a look at some of the examples below to better understand the different types of mosaic plagiarism.

#### The Clone



The Clone consists of directly copying and pasting someone else’s words without citing the original source. This type of mosaic plagiarism takes the exact wording, phrasing, and appearance of the

original source or sources without giving credit. The student inserts no original thought into the cloned work.

Original	Cloning Plagiarism
Beginning as early as the late seventeenth century and continuing throughout the eighteenth century, the Enlightenment swept across Europe. This philosophical movement was characterized by a reliance on human intellectual capabilities.	Beginning as early as the late seventeenth century and continuing throughout the eighteenth century, the Enlightenment swept across Europe. This philosophical movement was characterized by a reliance on human intellectual capabilities

The Mosaic



The Mosaic involves copying and pasting content from multiple sources and weaving them into one work without giving proper credit to the original sources. This type of mosaic plagiarism involves more thought than The Clone as the student may rephrase some of the words, but ultimately the structure and language remain mostly identical. With The Mosaic, the student may insert some original thought as they intertwine the ‘borrowed’ text to resemble a single, logical work.

Originals	Mosaic Plagiarism
<p><i>Beginning as early as the late seventeenth century and continuing throughout the eighteenth century, the Enlightenment swept across Europe. This philosophical movement was characterized by a reliance on human intellectual capabilities.</i></p> <p><b>The Age of Enlightenment, or simply the Enlightenment, was an intellectual and philosophical movement that dominated Europe in the 17th and 18th centuries with global influences and effects. The Enlightenment included a range of ideas centered on the value of human happiness... (Wikipedia)</b></p>	<p><b>The Age of Enlightenment, or simply the Enlightenment, was an intellectual and philosophical movement that dominated Europe in the 17th and 18th centuries.</b> <i>This philosophical movement was characterized by a reliance on human intellectual capabilities.</i> This had a great effect on how governments changed during this time.</p>

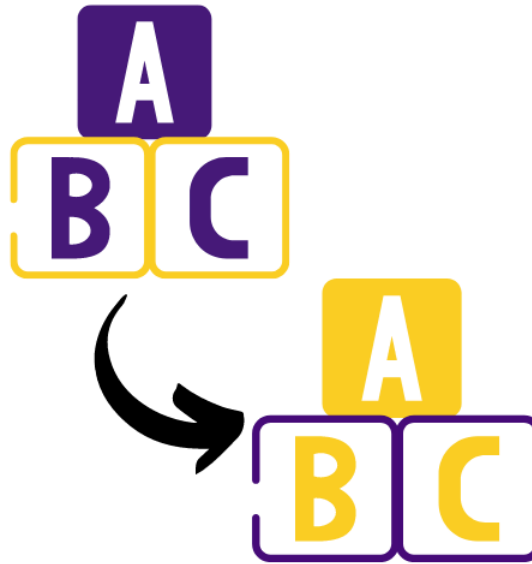
## The Copy, Paste, and Replace



The Copy, Paste, and Replace consists of copying and pasting from one or multiple sources without proper citation. A few words are then replaced to make it appear as an original work. This type of mosaic plagiarism involves copying and pasting snippets of various sources and weaving those excerpts and incorporating some original thought along with the copied content.

Original	Copy, Paste, Replace Plagiarism
<p>Beginning as early as the late <b>seventeenth century</b> and continuing throughout the <b>eighteenth century</b>, the Enlightenment <b>swept across</b> Europe. <b>This philosophical movement</b> was characterized by a <b>reliance on human intellectual capabilities</b>.</p>	<p>Beginning as early as the <b>1600s</b> and continuing throughout the <b>1700s</b>, the Enlightenment <b>spread around</b> Europe. <b>The Enlightenment</b> was characterized by a <b>dependence on human thought</b>.</p>

## The Borrowed Template



The Borrowed Template involves reusing a specific structure that someone else created without acknowledgement. For example, using a template, outline, or form; copying the exact same headings; writing the same number of sentences; and covering the same concepts of a sample report given to you by your instructor all qualify as mosaic plagiarism (**unless explicitly allowed by your instructor**). This type of mosaic plagiarism involves taking the structure of a work and copying it to fit the assignment content. The Borrowed Template may involve original thought as the student may insert their own specific content into the structure; however, using the exact structure without giving proper credit is still plagiarism.



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## How can you avoid mosaic plagiarism?

Avoid committing mosaic plagiarism by using the tips below:

- When including exact words, phrases, and ideas that are not your own, be sure to use quotation marks and a proper citation.



- Paraphrase properly! When paraphrasing, be sure to put the words and ideas of the author in your own words. Changing a word or two is not enough. If you are not sure whether the idea is in your own words, use a direct quotation with quotation marks and a proper citation.
- Avoid copying and pasting!
- Use your own words and ideas. Adding quotes from experts is a great way to support your points, but the bulk of your work should be your own ideas. Use quotations and ideas from others sparingly.

### Key Takeaways

- Mosaic plagiarism is the use of words, ideas, and structures of one or multiple sources without giving credit to the original sources.
- Mosaic plagiarism can take many forms such as The Clone, The Mosaic, The Copy, Paste, and Replace, and The Borrowed Template
- To avoid mosaic plagiarism, be sure to use your own words and ideas and properly cite your sources.

## Self-Plagiarism

### What is self-plagiarism?

While plagiarism is the use of another person's idea or words without permission or proper citation, you can also plagiarize yourself.

Self-plagiarism occurs when a student reuses work that they have already completed or published for another class or assignment. The use of a previously submitted work is misleading to the reader of the work and leaves the impression that the paper or project is original when it is not.

If you are planning to build upon ideas you have previously created and submitted for credit, ask your instructor for permission. Even if you are given permission, remember to cite your previous work!



### What are some examples of self-plagiarism?

How do you know if you are committing self-plagiarism? Examples of self-plagiarism include but are not limited to the following:

- Resubmitting an entire paper or project as if it is an original work
- Copy and pasting parts of your previous work into a new work without citing the previous work
- Paraphrasing from your own work without citing the previous work



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## Key Takeaways

- Self-plagiarism happens when you take work that you have previously completed and submit it as an original work.
- Even if you use your own work, you must cite it!
- Some common examples of self-plagiarism are reusing assignments from other classes and turning them in for credit and copy and pasting sections of a previous work into a new work.

5.

## PLAGIARISM AND INTELLECTUAL OUTPUT

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### Why is plagiarism such a big issue?

Plagiarism is a violation of academic integrity because it is considered unethical to take credit for someone else's intellectual output. This applies even if you pay to use the original author's work or receive permission from the original author to use their work. It even applies to reusing your own work without citing it.

### What is included in intellectual output?

Intellectual output is the outward evidence of our creative processes. This evidence may come in the form of tangible products, such as written and spoken words, music and videos, movies, performances, artwork, photographs, graphs, tables, figures, diagrams, data, and computer code. Intellectual output also extends to ideas. For example, a specific method or model, the plot of a story, and the outline of an experiment are all ideas that qualify as intellectual output.

To avoid accidental plagiarism, you always need to give credit to the person whose work or idea you are using. This is accomplished by accurately quoting, properly paraphrasing, and correctly citing your sources of information.



## Test Your Understanding

Now that you have a basic understanding of what plagiarism means, let's see if you can figure out which of the following scenarios are examples of plagiarism.



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Intellectual output includes both tangible products and ideas. In both cases, it is necessary to give credit to the original author through citation

You are committing an act of plagiarism anytime you pretend something is your own new and original output when it is not.

6.

## HOW IS PLAGIARISM DETECTED?

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### How do instructors know if a student plagiarized?

Instructors are skilled at detecting plagiarism from their students. As subject specialists who are familiar with the literature in their respective fields, instructors can easily recognize ideas that have been discussed before, as well as vocabulary or jargon specific to their area of expertise. Because of this, instructors know when a student fails to cite a source. Professors also notice when a student's assignment greatly exceeds the subject knowledge of other students in the class.

Writing style provides additional hints about plagiarism to professors. When grading assignments, instructors will:

- Spot differences in writing styles
- Notice if a student's writing differs significantly from one assignment to another
- Determine if a student's writing exceeds their level of study

Professors are aware that each student has their own distinct way of writing and recognize that writing skills develop over time rather than overnight. Consequently, sudden shifts in writing style will immediately alert your professors that something is amiss.

### Professors, AKA super sleuths at detecting plagiarism

Professors have more tools in their plagiarism detection toolbelts than you might expect. Here are just a few of the strategies instructors use to recognize plagiarism from their students:

- **Spot checking sources**
  - Professors examine your references to make sure citations are complete and accurate. They also check to make sure quoting and paraphrasing are performed properly.
- **Googling**
  - Professors know how to use search engines to double check that your work is new and original. If you copied something from the Internet, it will be easy for them to find it.
- **Searching for uploaded materials**

- It is never safe to borrow a paper from the Internet or pay someone else to write one for you. In addition to recognizing changes in writing style, professors will check to see if a student's assignment was previously uploaded online.
- **Plagiarism detection services**
  - Plagiarism detection services, such as Turnitin and Grammarly, are a type of technology that allow professors to instantly assess whether a student committed plagiarism. Plagiarism detection services are frequently used at LSUS, and many plagiarism cases at the university are detected with these technologies.

## Module Two Recap

Let's recap what you have learned in Module 2.

- Plagiarism violates the principle of academic integrity and its six values of honesty, trust, fairness, respect, responsibility, and courage.
- Plagiarism can be **intentional or unintentional**.
- Plagiarism involves **misrepresenting** the intellectual output of others as your own. This is considered plagiarism even when you pay for or ask permission to use the material.
- Examples of misrepresentation include contract cheating, collusion, improper copying of words and structures, self-plagiarism of your own work, and improper quoting and paraphrasing.
- Plagiarism is ethically wrong because it disregards someone's previous intellectual output.
- Intellectual output applies to **all** works or ideas of others, regardless of format.
- Plagiarism can have severe academic, personal, professional and even legal consequences.

**Congratulations, you have finished Module Two.**



## MODULE III

# PLAGIARISM IN THE DIGITAL WORLD

### Learning Objectives

After completing Module Three, you will be able to:

- Describe how the rise of the Internet affected plagiarism and the world's relationship with information
- Define remix culture
- Compare and contrast the use of online information for personal and academic purposes
- Understand when and why a work is protected by copyright
- Identify consequences for plagiarism in the digital age



## PLAGIARISM AND THE INTERNET

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Imagine your first-year composition professor just assigned a research paper with a minimum requirement of three sources. You decide to write about the topic of recycling because it is an issue you find interesting. What do you do first? Perhaps you try finding sources by searching Google or a library database. You may save links to each source you find or use the copy and paste function on your computer to quickly make note of a useful passage. When you go to write your paper, you do so electronically with a keyboard and a word processor.

Now imagine you are given the same assignment but in the year 1970. Instead of searching online, you visit the library and find sources about recycling in a card catalog.

When you find a book or article about the topic, you make handwritten notes to reference while writing your paper. To simplify the notetaking process, you may jot down the page number and key points rather than recording quotes word-for-word. Instead of a computer, you type the final draft of your paper on a typewriter.

As this example highlights, the strategies and tools that modern students use for research differ drastically from those of the students who came before them. Most individuals access smartphones, computers, and the Internet on a daily basis, and our new relationship with technology has complicated the plagiarism landscape.



### How does the Internet affect plagiarism?

Most research is now conducted in an online environment. When searching for sources, students turn to search engines and online library databases rather than manually searching for items on a shelf.

The birth of the Internet has resulted in:

#### **More sources available**

Think back to your last Google search. How many results did your search provide? If your answer is somewhere in the millions range, you are not alone. With the amount of information available online, information seekers today must sift through a greater number of sources to find useful information for their

research. With so much information available, students must take special care to learn how to find appropriate sources of information, apply them in their assignments, and cite them according to the citation style indicated by their professors.

### **Faster tools for seeking information**

Online databases and search engines are much faster than previous research tools. Seeking information about a given topic once required a trip to a physical library space to search through a catalog or manually browse through shelves of materials. This process can now be accomplished online in a matter of seconds. Because answers to many of our questions can be found almost immediately, new college students are often surprised to find that academic research requires a larger time commitment than they expected.

### **Easier ways to commit plagiarism**

It is now much easier to commit plagiarism than it was in the past. Consider the example of a student writing a paper today versus in 1970. The student from 1970 would spend more time and effort copying a print source by hand than the modern student would spend copying and pasting from an online source. This represents one of many ways that the act of plagiarism has been simplified in modern times. With so much information available on the Internet, students may find it challenging to keep track of where they read each piece of information that they plan to include in a paper. Additionally, new technologies simplify the process of committing plagiarism, with many students falsely believing that academic research will be as quick and easy as the Google searches they conduct on a daily basis. A thorough understanding of plagiarism and academic integrity is necessary for students to avoid academic misconduct in light of these advancements.

### **More plagiarism cases**

Because it is now easier to commit plagiarism, colleges and universities have noticed an increase in plagiarism cases in recent years. As plagiarism has become easier for students to commit (whether intentionally or accidentally), it has also become easier for professors to **detect** plagiarism. Professors now have a variety of new tools at their disposal, including online services that automatically detect plagiarism.

## **What is cyber-plagiarism?**

Researchers and educators have coined the term *cyber-plagiarism* to describe plagiarism conducted in an online environment. This includes behaviors such as downloading an essay written by someone else from a website and claiming it as your own and copying sentences from an online article without giving proper attribution to the original author. With most students relying on online sources for their research, cyber-plagiarism is involved in many of today's plagiarism cases.



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online here:

<https://louis.pressbooks.pub/understandingplagiarism/?p=67#h5p-15>

### Key Takeaways

- As a result of the rise of the Internet, students have access to a large volume of information as well as search tools that simplify the process of searching for information.
- Plagiarism is now easier for students to commit but also easier for professors to detect.
- There are more plagiarism cases reported today than in the past.
- *Cyber-plagiarism* refers to any instance of plagiarism that involves the use of online sources.

## Remix Culture and Plagiarism

We live in a world where the sharing of information is commonplace. Social media posts, YouTube videos, and online articles can be shared with the click of a button. Music, movies, and books can be downloaded (legally or illegally) to our personal devices within seconds.

Much time is spent interacting with information in modern society, but the same strategies we use when interacting with information in our daily lives can lead us to commit plagiarism in an academic setting. Following the principles of academic integrity requires relearning how to interact with information. This is because the rules guarding our use of information are **context dependent**; expectations for using and citing the intellectual output of others will differ based on circumstance and setting.



### What is remix culture?

Over time, the Internet has become the home of countless sources of information. Technological advancements allow us to easily create, share, and repurpose information with tools such as the cut, copy, and

paste commands on our computers. Alongside these innovations, our society has become a **remix culture** that encourages “the appropriation of preexisting media (text, image, audio, video) and the recontextualization and/or reshaping of those media with the end goal of creating a new work” (Angello 429). Remixing is a common practice in areas ranging from the music industry to social media. It prioritizes creative expression and the free sharing of information. When it comes to academic integrity, however, the standards for reusing material are stricter than those found in online settings. Let’s examine a few common examples of how information is used on the Internet and explore how each relates to plagiarism.

## Social Media



Users of social media platforms frequently share and repurpose content from other users. In some cases, this involves simply taking someone’s original content and posting it on a personal account. Sharing in this way often makes the original author (or at least their online persona) obvious. For example, a username is attached to a retweet, or an individual’s name is included in a shared Facebook post. While not as formal as the citation styles required in academic work, this method of attribution is acceptable in the context of social networking.

In other cases, the original author is not as clear. On TikTok, a social media application based around videos, users often base their videos on the creations of others.

This can range from recreating a choreographed dance to using a trending sound as the basis of a video. Credit is not always given to the originators of trends on TikTok, and users scrolling through the app often see trends without knowing from who and where they came. The same situation can occur on other social media platforms. For example, you may find yourself using a hashtag on your favorite social media site without knowing who first used the hashtag.

There are usually no consequences for repurposing someone else’s dance or hashtag on social media without crediting the original author, but this is not the case when it comes to academic writing. Whether you are using a peer-reviewed article or an Instagram post in an assignment, you must always cite the original author.

## Search Engines

Search engines are now often the first stop when a need for information arises. Rather than looking up a concept in an encyclopedia or calling a movie theater to ask their showtimes, many individuals rely on search engines (e.g., Google) to provide quick answers to their questions. While seeking information online, you may find yourself rapidly clicking through various websites until you find the answer you are seeking. You may then

share this information with another person without mentioning which website you found it on, the author who wrote it, or the format used to convey the information. As days, months, and years pass, you may remember the information you gathered but forget how you learned it in the first place.

In our daily lives, this method of information seeking is common. It is unlikely that your friends and family will ask for a citation every time you share a piece of information with them, and it is unrealistic to expect someone to remember every single website and source that they come across in their free time. The expectations are completely different, however, for academic writing. As a college student, it is important to keep a careful record of the sources you consult for each assignment to avoid accidental plagiarism.



## Wikipedia

While you may have been warned against consulting Wikipedia for your schoolwork, it is likely that you still use Wikipedia in your daily life. Whether you want to learn more about your favorite celebrity or do some background reading about a concept mentioned in class, Wikipedia provides quick access to information about almost any topic.

Wikipedia differs from many of the other sources you consult during your online research because the credentials of its contributors are usually unknown. Whereas we can look up information about the author of an article, such as degrees earned and jobs held, we cannot determine a Wikipedia contributor's expertise about a topic in the same way. Wikipedia articles are updated frequently and may contain errors, jokes, or biased opinions. For these reasons, many professors do not accept Wikipedia articles as legitimate sources, but a citation is still required if you use a Wikipedia article for an assignment.

## YouTube



Today many individuals seek information through videos. Each day thousands of hours of content are uploaded to YouTube from creators across the globe, and individuals turn to the site for a variety of needs. Recipes, music, exercise routines, tutorials, and vlogs are just a few of the common subjects found in YouTube videos.

In some cases, YouTube videos present similar concerns to Wikipedia articles; the credentials of someone who posts a video are often unclear. Other videos will include

the legal name of the individual or organization that posted the video, allowing users to verify their credentials. Whether a YouTube video counts as an appropriate source will depend on the specific assignment, but like any other source, YouTube videos must be cited.



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<https://louis.pressbooks.pub/understandingplagiarism/?p=67#h5p-16>

## Consequences of Plagiarism in the Digital Age

While our digital world has opened the door to millions of resources at your fingertips, it has also made it easier than ever to plagiarize. Plagiarism, no matter the mode, has severe consequences that can reach beyond a failed assignment.

### What does this mean for you?

At LSUS, plagiarism carries possible penalties of:

- A zero on the assignment
- A zero in the course
- Academic suspension
- Expulsion

### How does plagiarism impact your future?

In addition to leading to disciplinary penalties in the present, plagiarism can also have incredible impacts on your future. Oftentimes, records of any disciplinary actions for academic misconduct are recorded on your transcripts. This can impact your ability to be accepted into graduate school, internship opportunities, and even career paths.

Remember, plagiarism has far-reaching consequences that can negatively impact your life!



## Key Takeaways

- There are different rules when interacting with information in our personal lives versus in our academic pursuits.
- Remix culture is prevalent in society and influences how we view the creation and sharing of information.
- Common sources of information in our daily lives include social media, search engines, Wikipedia, and YouTube. When consulting these sources for an assignment, you must cite them.

8.

# COPYRIGHT

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As you begin your research, you will inevitably encounter copyrighted materials, but what does that mean for you? To understand how copyright will play into your own research and understanding of plagiarism, you need a better understanding of copyright itself and what it means for you.

Our digital world has made it easier to find, copy, and distribute materials. Copying images, artwork, articles, and other forms of intellectual property is as easy as the click of a mouse. Because our digital environments have made it much easier to share resources, it is important to better understand the legal protections and licenses that many creators place their work under.

## What is copyright?



Copyright is a legal protection which protects creators' intellectual property. Copyright grants the creators' control over the use of their created works and gives the creators the right to determine who can use their work and how. Some of the rights that copyright extends to the creators of these works are:

- The right to copy or reproduce the work
- The right to build upon the work with derivative works
- The right to distribute the work
- The right to publicly perform the work
- The right to publicly display the work

## What is protected by copyright?

Copyright protects the authorship of intellectual works such as:

- Literary works such as poetry, novels, and blog posts
- Musical works such as songs and musical compositions

- Dramatic works such as pantomimes, choreography, and scripts prepared for cinema, television, radio, or online streaming
- Computer software and web content including source code and images
- Architecture such as plans, drawings, and buildings

## What is not protected by copyright?

While many works are protected by copyright laws, not everything is protected under these laws. Some examples of items not protected by copyright are:

- Works that do not have a tangible form of expression such as spoken word or choreography that have not been notated or recorded. This also includes impromptu performances that have not been written down or recorded.
- Titles, names, short phrases, and slogans; familiar symbols or designs; simple variations of typographic ornamentation, lettering, or coloring; simple listings of ingredients or contents
- Ideas, procedures, methods, systems, processes, concepts, principles, discoveries, or devices. However, a description, explanation, or illustration may be protected by copyright.
- Works consisting entirely of information that is common property and containing no original authorship (for example: standard calendars, height and weight charts, tape measures and rulers, and lists or tables taken from public documents or other common sources). These works are considered neither original nor creative.



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## How long are copyrighted materials protected?

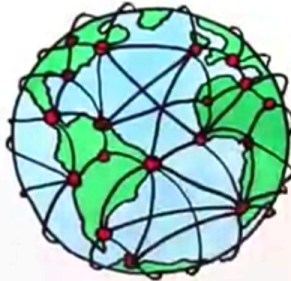
Works created after January 1, 1978 are protected for the creator's lifespan plus 70 years. Once the copyright has expired, those works are placed in the public domain. All work created prior to January 1, 1978 is already in the public domain.

## What is the public domain?

The public domain refers to creative works that are not protected by copyright, trademark, or patent laws. These works may have never received a copyright or are works that are no longer protected by copyright. Works in the public domain are considered to be owned by the public rather than an individual. While anyone can use works in the public domain without seeking permission, no one will ever own these works.

## What is Creative Commons?

Creative Commons is another type of copyright under which creators may provide others the right to reuse, readapt, or distribute their work. Creative Commons offers creators a series of easy-to-understand licenses that they can apply to their work. This means that many works under these licenses can be reused and adapted without seeking permission from the license holder.



Remember that Creative Commons are simply a copyright tool. A Creative Commons license does not guarantee that there are no other rights such as trademark, patent, or privacy rights that you should consider when reusing these materials.

All Creative Commons licenses require that you attribute the author and include the license the work is distributed under. To learn more about the different types of licenses, visit the [Creative Commons website](https://creativecommons.org/).

## How can you use copyrighted materials?

Fair use allows individuals the use of a copyrighted work without permission from the creator under specific circumstances. This allows reproduction and other uses of copyrighted works for the specific purposes of criticism, commentary, news reporting, teaching, scholarship, and research.

When considering whether your use qualifies as fair use, consider the following:

- The **purpose** and **character** of the use, including whether such use is of a commercial nature or for nonprofit educational purposes
  - The primary focus with this factor is whether the use is “transformative.” Courts typically focus on whether the use is “transformative.” Does it build on copyrighted work in a different manner or for a different purpose, or does it merely copy from the copyrighted work?
- The **nature** of the copyrighted work
  - Using material from primarily factual works is more likely to be considered fair use than using purely fictional works.
- The **amount** and **substantiality** of the portion used in relation to the copyrighted work as a whole
  - Borrowing small bits of material from an original work is more likely to be considered fair use than borrowing large portions. However, even a small taking may weigh against fair use in some situations if it constitutes the “heart” of the work.
- The **effect** of the use upon the potential market for, or value of, the copyrighted work
  - Uses that harm the copyright owner’s ability to profit from his or her original work by serving as a replacement for demand for that work are less likely to qualify as fair use.

## What happens if you use copyrighted materials without permission?

The use of copyrighted materials without permission is a serious transgression. Court action may be taken to cease the use of the copyrighted materials along with possible monetary damages paid to the copyright holder.

In the digital age, copyright infringement becomes even more complicated as even seemingly ordinary actions, such as downloading music or computer software, can be considered copyright infringement.

Remember, if there is a copyright on the work, you must request permission from the creator in order to use the work.

9.

## FAMOUS CASES OF PLAGIARISM

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If plagiarism stumps you, you are not alone. Some of the world's most famous figures have committed plagiarism!

Take a look at some of the cases below in order to see what happened in these famous cases. Click on each name in order to read the details of their plagiarism case.



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## Module Three Recap

Let's recap what you have learned in Module 3.

### Key Takeaways

- The Internet provided new ways to access information and increased the amount of information available to us, but these changes resulted in an increase in academic integrity violations.
- Plagiarism committed in an online environment is called *cyber-plagiarism*.
- We live in a **remix culture** that values the remixing of others' creative works to produce original works.
- When using someone else's intellectual output in the context of academic work, citations are always required.

- Copyright offers legal protection to creators' intellectual property. Works under copyright require permission from the original creator before they can be used.
- Plagiarism in the digital world has consequences that can impact your future.

**Congratulations, you have finished Module Three.**



## MODULE IV

# CITATION SKILLS

### Learning Objectives

Good citation skills are one of the best ways to avoid plagiarism.

After completing Module Four, you will be able to:

- Explain why citations are important
- Describe what information needs to be cited
- Explain the proper placement of citations
- Identify common examples of plagiarism



# WHAT AND WHY WE CITE

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## Why we cite

Although in some cultures it is a sign of respect to use the words or ideas of others without giving credit to that person, **this is not acceptable in the American higher education system.**

Academics engage in conversations to advance their knowledge and understanding of a subject. This happens primarily in written form through the publication of scholarly materials. In these academic conversations, it is necessary and expected that all prior thought is acknowledged and that all contributors to the conversation are credited. As a student, you are also a contributor to these conversations, and you therefore must credit all the sources from which you drew information.

Crediting your sources is completed through a process called **citation**. A citation is a reference to a source of information. It gives specific key information about the source so that readers can locate it.

### *Why do we cite?*

The main reasons why we cite are:

- To situate your work in the current literature
- To distinguish prior contributions from new original thought
- To ensure that thoughts and ideas are passed on accurately
- To enable a reader to locate and read the source(s) you used
- To give credit to the person whose ideas you used
- To respect the intellectual output of others
- To add credibility and support to your argument
- To uphold academic integrity standards

## What You Need to Cite



### What exactly do you need to cite in your paper?

As a rule of thumb, you need to cite anything that is not your own, original work. This includes thoughts, ideas, structures, data, and more. Your own thoughts and ideas, however, do not require a citation.

Be sure to cite all information you take from others, no matter what it is or where you got it from. Whether the information is from a printed source, the Internet, a television show, the radio, a tweet, a blog, a Facebook post, PowerPoint slides, or even a personal discussion, you still must cite your source and give credit to the original creator.

## Common Knowledge

There is only one exception to the rule about citing information from others, and that is common knowledge.

### What is common knowledge?

General common knowledge describes information that:

- Can be verified easily and consistently in several different sources
- Is known by most people

Information that meets these conditions does not require a citation. Capital cities, important historical dates and persons, basic mathematics, and observations stemming from common sense are a few examples of general common knowledge. For example, you would not need to provide a citation when describing Abraham Lincoln as the 16th president of the United States or specifying CO<sub>2</sub> as the chemical formula of carbon dioxide.

In addition to **general common knowledge**, there is information that is so well-known within a field of study that it is considered common knowledge within the particular field.

Discipline-specific common knowledge describes information that:

- Is well-known only within a specific field of study
- Is not considered common knowledge outside of a specific discipline

Because information of this kind is not considered common knowledge outside of a specific field, it is better to cite it in order to avoid the possibility of plagiarism. Determining whether information qualifies as either type of common knowledge is tricky, and the safest option is to use a citation whenever you are in doubt.



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<https://louis.pressbooks.pub/understandingplagiarism/?p=140#h5p-19>

### Key Takeaways

- Common knowledge is well-known information that does not require a citation.
- Discipline-specific common knowledge is well-known only by individuals within a specific field.
- It is always better to cite if you are unsure if something is common knowledge.

11.

## CITATION BASICS

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### Citation Styles

You need to use a particular citation style that you must apply consistently throughout your paper.



In most cases, your professor will tell you which citation style to use for assignments in their course. At other times, you may get to choose a citation style. If you are unsure which citation style to use, check with your professor.

The three main citation styles used at LSUS are APA style, MLA style, and Chicago style.

**APA style** is often used in the sciences and social sciences.

**MLA style** is used in the humanities.

**Chicago style** is the preferred style for history.

Each style has its own rules about how to cite specific sources. Official manuals for each style are available from the library, either in print or online.

### Where to Cite

#### Where do I need to cite?

Generally, you need to cite in two places:

- In your writing where you quote, paraphrase, or summarize the work of others or refer to specific audiovisual representations (data, images, tables, figures, video clips, podcasts, performances, etc.)
- In a list of sources at the end of your paper

The list of sources at the end of your paper is referred to by different terms in each citation style:

- APA style: References
- MLA style: Works Cited
- Chicago style: Bibliography

**If you cite a source only in the list of sources, it is a form of plagiarism.** Likewise, you are committing plagiarism if you cite a source within your writing but fail to include it in the list of sources at the end of the paper.

## Where do I place citations in my writing?

It is important to clearly distinguish your own ideas from those of others through appropriate placement of your citations. We accomplish this by using **in-text citations**. These in-text citations clearly indicate significant information about your resources such as the author, publication year, and page number.

There are a few ways to integrate in-text citations into your writing. The two most common ways to add in-text citations are:

### Immediately after your borrowed information:

- **APA** uses in-text citations and the **author/date** information in parentheses

Example: There is also the argument that ..... **(Mitchell, 1996)**

- **MLA** uses in-text citations and the **author/page** information in parentheses:

Example: There is also the argument that ..... **(Mitchell 225)**

- **Chicago** uses footnotes indicated by a **superscript** number like this: <sup>1</sup>. The footnote contains the full citation information.

Example: There is also the argument that .....<sup>1</sup>

### Through the use of the author's information in an introductory phrase:

- **APA** uses the author's name directly followed by the date enclosed in parentheses:

Example: **Mitchell (1996)** argues...

- **MLA** uses the author's name with the page number enclosed in parentheses at the end of the sentence:

Example: **Mitchell** states .....**(225)**.

- **Chicago** includes the author's name and ends the sentence with a footnote:

Example: **Mitchell** suggests .....<sup>1</sup>



## Corresponding References

Your citations in your essay generally must contain a **corresponding reference** in your reference list, works cited list, or bibliography. They are organized in alphabetical order.

The example below shows how the three citations the student used within the body of the text would appear in the corresponding list of sources for each citation style. The first entry is for a **book**, the second for an **online article**, and the third for a **book chapter**.

### 1. APA Style: In-text citations (author/date) and corresponding *References* entry

In-Text Citations	Corresponding References
<p>Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be skeptical about its value. Detractors argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities (Barry, 2001). One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogeneous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority (Day &amp; Sadick, 2002). Mitchell (1996) goes even further with this, arguing that it is a policy designed to further the capitalist interests of the "elite".</p> <p>At the core of this argument, however, is the question of whether or not the policy is any good...</p>	<p style="text-align: center;"><b>References</b></p> <p>Barry, B. (2001). <i>Culture and equality: An egalitarian critique of multiculturalism</i>. Harvard University Press.</p> <p>Day, R. F., &amp; Sadick, T. (2002). The BC land question, liberal multiculturalism, and the spectre of aboriginal nationhood. <i>BC Studies</i>, 134, 5-34. <a href="https://doi.org/10.14288/bcs.v0i134.162">https://doi.org/10.14288/bcs.v0i134.162</a></p> <p>Mitchell, K. (1996). In whose interest? Transnational capital and the production of multiculturalism in Canada. In R. Wilson, &amp; W. Dissanayake (Eds.), <i>Global/local: Cultural production and the transnational imaginary</i> (pp. 219-254). Duke University Press.</p>

### 2. MLA Style: In-text citations (author/page) and corresponding *Work Cited* list entry

In-Text Citations	Corresponding References
<p>Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be skeptical about its value. Detractors argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities (Barry 118). One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogeneous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority (Day and Sadick 30). Mitchell goes even further with this, arguing that it is a policy designed to further the capitalist interests of the "elites" (225).</p> <p>At the core of this argument, however, is the question of whether or not the policy is any good...</p>	<p style="text-align: center;"><b>Works Cited</b></p> <p>Barry, Brian. <i>Culture and Equality: An Egalitarian Critique of Multiculturalism</i>. Harvard UP, 2001.</p> <p>Day, Richard F., and Tonio Sadick. "The BC Land Question, Liberal Multiculturalism, and the Spectre of Aboriginal Nationhood." <i>BC Studies</i>, vol. 134, Summer 2002, pp. 5-34. doi:10.14288/bcs.v0i134.162.</p> <p>Mitchell, Katharyne. "In Whose Interest? Transnational Capital and the Production of Multiculturalism in Canada." <i>Global/local: Cultural Production and the Transnational Imaginary</i>, edited by Rob Wilson and Wimal Dissanayake, Duke UP, 1996, pp. 219-254.</p>

3. Chicago Style: Footnotes (superscript number with full citation information in the footnote) and corresponding *Bibliography* entry

In-Text Citations	Corresponding References
<p>Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be skeptical about its value. Detractors argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities.<sup>1</sup> One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogeneous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority.<sup>2</sup> Mitchell goes even further with this, arguing that it is a policy designed to further the capitalist interests of the "elites".<sup>3</sup></p> <p>At the core of this argument, however, is the question of whether or not the policy is any good...</p>	<p style="text-align: center;"><b>Bibliography</b></p> <p><b>Barry, Brian.</b> <i>Culture and Equality: An Egalitarian Critique of Multiculturalism</i>. Cambridge, MA: Harvard University Press, 2001.</p> <p><b>Day, Richard F., and Tonio Sadick.</b> "The BC Land Question, Liberal Multiculturalism, and the Spectre of Aboriginal Nationhood." <i>BC Studies</i> 134 (2002): 5-34. <a href="https://doi.org/10.14288/bcs.v0i134.162">https://doi.org/10.14288/bcs.v0i134.162</a>.</p> <p><b>Mitchell, Katharyne.</b> "In Whose Interest? Transnational Capital and the Production of Multiculturalism in Canada." In <i>Global/local: Cultural Production and the Transnational Imaginary</i>, edited by Rob Wilson and Wimal Dissanayake, 219-254. Chapel Hill, NC: Duke University Press, 1996.</p>



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12.

## COMMON EXAMPLES OF PLAGIARISM

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<https://louis.pressbooks.pub/understandingplagiarism/?p=151#h5p-22>

## GETTING HELP WITH CITATIONS

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As a college student, you will find yourself tasked with many assignments that require an understanding of citations. While citations may seem daunting at first, there are several resources available to help you master this important skill.

- The librarians at Noel Memorial Library are available to assist you in learning how to properly cite sources in any citation style. Visit the Research Services desk, schedule an appointment with Book-A-Librarian, or try out our Chat with a Librarian service to get help. Citation style manuals are also available on the first floor of the library.
- Check out the library's Citing Sources and Plagiarism guide for resources and examples related to APA Style, MLA Style, and Chicago Style.
- Purdue Online Writing Lab is a long-running resource for assistance with citations and writing. The website offers detailed examples for citing in APA, MLA, and Chicago styles.
- Each of the three style manuals discussed in this chapter also provides online resources. Visit <https://apastyle.apa.org/> for assistance with APA Style, <https://style.mla.org/> for help with MLA Style, or <https://www.chicagomanualofstyle.org/> for assistance with Chicago Style.

## Module Four Recap

Let's recap what you have learned in Module 4.

### Key Takeaways

- Visit Noel Memorial Library for assistance with citations or to review a citation style manual.
- There are a lot of resources online for help with citations. Purdue OWL and the corresponding website for each citation style are some of the most reputable. Cite anything that you borrow other than common knowledge.
- Use a citation style consistently and follow its rules precisely.
- Clearly distinguish between your ideas and those from others by putting citations in the appropriate places.
- Examples of plagiarism include:
  - Not citing your sources at all
  - Only citing some of your sources
  - Putting citation information only in the list of sources
  - Putting citation information only in your writeup, but not in the list of sources
  - Putting a citation in the wrong spot

**Congratulations, you have finished Module Four.**



# MODULE V

# WRITING SKILLS

## Learning Objectives

After completing Module Five, you will be able to:

- Avoid plagiarizing through the use of proper quoting, paraphrasing, and summarizing
- Distinguish between paraphrasing and patch writing
- Take effective notes about your sources
- Identify where on campus you can get help





14.

## QUOTING

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Quoting means taking a part of a source and using it **word for word** in your own work.



### How many quotes can I use?

The expected frequency of quotations differs based on the genre of writing. For example, in an English literature paper, direct quotations from a novel or play are often used as the basis for a discussion, while in a business proposal direct quotes are rare or not accepted at all.

Generally, it is not recommended to use too many quotes. Extensive quoting gives the impression that you do not understand the source enough to paraphrase it into your own words and that you cannot contribute any of your own thoughts to the discussion. If you are unsure whether to use direct quotations in a specific course or paper, ask your instructor.

#### Key Takeaways

Use quotes to<sup>1</sup>:

- To support your idea or to advance your argument
- To present something you are analyzing, interpreting, or commenting on so the reader will understand better what you are referring to (such as a literary passage)
- If the original language is especially moving, descriptive, or historically significant
- For unique terms or a passage that cannot be paraphrased or summarized adequately

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1. (The Writing Center)

without losing or changing its meaning

## How to quote properly

Quotes can be at the beginning, in the middle, or at the end of a sentence. However, it is good practice to introduce quotes with some sort of statement that signals to the reader that information is coming that is not your own, such as in the two examples shown.

### Example 1: Short Quotes

One researcher indicates that “the most difficult thing for them was the attitude of their parents” (Crook 157), while others believe...

### Example 2: Long Quotes

Place **long quotes** in a block indented from the remaining text with no quotation marks.

#### **Example:**

A family’s assessment has a powerful influence on how capable teenagers believe they are. In her study, Crook found:

Their expectations became self-fulfilling prophecies; because their families thought they couldn’t do anything, they didn’t think they could either. After all, if the people who knew them best and presumably loved them most thought they were losers, then the family was probably right. (37)

## Test your understanding

Look at the passage below and then examine the quotes in the following activity. All three quotes are examples of plagiarism to various degrees. See if you can spot the error before clicking on the quote to see the answer.

### Original Text

Historians are uncertain of the true origins of the Louisiana river monster, but new evidence suggests the creature may have closer ties to humanity than previously thought. Student researchers recently tracked down a notorious river monster in the Shreveport area and obtained a DNA sample. After mailing the results to an online ancestry service, the students were shocked to find that the river monster shares distant relatives with many Shreveport natives.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

*<https://louis.pressbooks.pub/understandingplagiarism/?p=182#h5p-21>*

15.

## PARAPHRASING

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Paraphrasing means to rewrite someone else's idea **in your own words**. When paraphrasing, you maintain the original meaning of a source but change the structure. Paraphrasing also helps to avoid the overuse of quotes in your writing. A paraphrase is usually shorter than the original text.

### Key Takeaways

Use paraphrasing to<sup>1</sup>:

- To present, compare, or contrast the contributions of others in your own writing style
- To show that you understand the information you are using by rewording and restructuring it rather than simply copying it
- To maintain the flow of your writing
- To eliminate less relevant information

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1. (Stern 12).

## Paraphrasing vs. Patchwriting



### Paraphrasing

Paraphrasing means to rewrite someone else's idea **in your own words** while changing the structure of the original.

### Patchwriting

In patchwriting a writer attempts to paraphrase but ultimately **imitates** the sentence structure or vocabulary of the source (Howard 233). Patchwriting is a common mistake, but it is not an accepted form of writing in academia and is considered a form of plagiarism even if you cite your source.

### Paraphrasing vs patchwriting: Example

Have a look at the original text below and compare it to the two restatements. In the first example, the writer uses several exact phrases from the original and several synonyms or phrases that are very close to the original. In addition, much of the structure of the paragraph is the same. This is an example of patchwriting and, despite a proper citation being included, an instance of plagiarism.

In the second example, the writer uses their own voice to express the idea of the original text. Besides a few individual words that would be difficult to replace, such as “Shreveport”, “river monster” and “DNA”, the original has been entirely rewritten and the structure has been changed significantly. This is an example of proper paraphrasing.

## Original Text:

Historians are uncertain of the true origins of the Louisiana river monster, but new evidence suggests the creature may have closer ties to humanity than previously thought. Student researchers recently tracked down a notorious river monster in the Shreveport area and obtained a DNA sample. After mailing the results to an online ancestry service, the students were shocked to find that the river monster shares distant relatives with many Shreveport natives.

## Restatement 1:

Rogers asserts that the Louisiana river monster and Shreveport citizens may have closer connections to humanity than previously believed as a DNA analysis indicates that the river monster shares distant relatives with many Shreveport natives (47).

## Restatement 2:

Rogers theorizes that the Louisiana river monster and Shreveport citizens are distantly related as a DNA analysis found common relatives between the creature and Shreveport residents (47).

# How to Paraphrase

Write a paraphrase using the **five-step method**:

## 1. Read the original text in its context.

You cannot simply grab pieces of information out of context because this can lead to misunderstanding the information. Read your source in its context and ask questions like:

- What is the focus?
- How does this information relate to my research topic?
- What is the main thing that the authors found?

Once you have answered these questions, you will be prepared to identify the specific pieces of information that are relevant to your paper and that you may want to paraphrase.

The original text in its context:

This study quantitatively and qualitatively evaluates the extent to which incorporating an artistic class assignment into a traditional lecture course stimulates student enjoyment and enhances the students' perceived retention of course material. *The results indicate that the project provides great benefit to college students by incorporating a variety of teaching methods and learning strategies. Artistic and creative assignments, such as the one described in this article, allow for student engagement, repetition of material, and processing and application of ideas.* (Wellman 32)

After reading the source in its context, you decide to paraphrase the part in italics. Underline key words and check words and concepts in a monolingual dictionary:

- engagement = being involved with someone or something in order to understand it
- processing = dealing with something through a series of steps

## 2. Break up the original part you want to paraphrase into chunks of meaning and number these chunks.

(1) The results indicate that (2) the project provides great benefit to college students (3) by incorporating a variety of teaching methods and (4) learning strategies. (5) Artistic and creative assignments, (6) such as the one described in this article, (7) allow for student engagement, (8) repetition of material, and (9) processing and (10) application of ideas.

## 3. Without looking at the original text, write a first draft of the paraphrase.

First draft: By allowing students to complete creative activities as a part of a post-secondary

course, students were more deeply involved with the course material, thinking about it and remembering it more effectively.

#### 4. Check the paraphrase with the checklist below. Did I...

- Change the sentence structure?
- Change the order of the words?
- Use synonyms for words that are not key words?
- Use different types of connecting words?
- Change the order of the ideas (where possible)?

Revise the paraphrase.

##### **Original**

(1) The results indicate that (2) the project provides great benefit to college students (3) by incorporating a variety of teaching methods and (4) learning strategies. (5) Artistic and creative assignments, (6) such as the one described in this article, (7) allow for student engagement, (8) repetition of material, and (9) processing and (10) application of ideas.

##### **Paraphrase First Draft:**

By allowing students to complete creative activities as a part of a post-secondary course, students were more deeply involved with the course material, thinking about it and remembering it more effectively.

##### **Paraphrase Final Version:**

When students are encouraged to complete creative activities as a part of a post-secondary course, they are more deeply involved with course material, thinking about it and remembering it more effectively.

#### 5. Integrate your final paraphrase in your writeup and include a



citation.

Let's look at an example:

## Original Text

Historians are uncertain of the true origins of the Louisiana river monster, but new evidence suggests the creature may have closer ties to humanity than previously thought. Student researchers recently tracked down a notorious river monster in the Shreveport area and obtained a DNA sample. After mailing the results to an online ancestry service, the students were shocked to find that the river monster shares distant relatives with many Shreveport natives.



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*<https://louis.pressbooks.pub/understandingplagiarism/?p=188#h5p-23>*

16.

## SUMMARIZING

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Similar to paraphrasing, a summary is also a restatement of a text or passage in your own words. However, the summary only restates the main points of a text and is therefore much shorter than the original. You can summarize a passage or even a whole article or book in just a few sentences.

### Key Takeaways

Use summarizing:

- To present the ideas of others without interrupting your own writing style
- When you do not need to go into as much detail



## Quoting, paraphrasing, summarizing: Comparing all three

Here you can see all three ways of referring to a source in one place for comparison in MLA style format. All three must include a citation. If you do not include citations, you are committing an act of plagiarism.

## Original Text

Historians are uncertain of the true origins of the Louisiana river monster, but new evidence suggests the creature may have closer ties to humanity than previously thought. Student researchers recently tracked down a notorious river monster in the Shreveport area and obtained a DNA sample. After mailing the results to an online ancestry service, the students were shocked to find that the river monster shares distant relatives with many Shreveport natives.

## Quote

According to Rogers, DNA analysis has offered new information concerning the origins of the Louisiana river monster as “Student researchers recently tracked down a notorious river monster in the Shreveport area and obtained a DNA sample. After mailing the results to an online ancestry service, the students were shocked to find that the river monster shares distant relatives with many Shreveport natives” (47).

## Paraphrase

Rogers theorizes that the Louisiana river monster and Shreveport citizens are distantly related as a DNA analysis found common distant relatives between the Louisiana river monster and Shreveport residents (47).

## Summary

According to Rogers, there is evidence to indicate that the Louisiana river monster may be distantly related to humans (47).

Look at the following example:

## Original Text

Historians are uncertain of the true origins of the Louisiana river monster, but new evidence suggests the creature may have closer ties to humanity than previously thought. Student researchers recently tracked down a notorious river monster in the Shreveport area and obtained a DNA sample. After mailing the results to an online ancestry service, the students were shocked to find that the river monster shares distant relatives with many Shreveport natives.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

*<https://louis.pressbooks.pub/understandingplagiarism/?p=211#h5p-24>*

17.

## NOTE-TAKING SKILLS

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Careless note-taking is one of the major factors in unintentional plagiarism. It is quite easy to cut and paste information and lose track of the sources you used or mix what you borrowed with your own notes. As you read your sources of information, it is important to find a system for writing down the key points that you will use in your paper.

### Key Takeaways

When taking notes:

- Keep track of all the sources you use
- Distinguish between what you took from the sources and your own thoughts

Three methods of taking notes

1. Collect information word for word
2. Collect and paraphrase right away
3. Take notes using an app

### Collect information word for word

- Write down the citation information
- Copy the exact text and put it in quotation marks
- Add your own thoughts in a different color



When you want to use your researched information to support your point of view, you then decide whether you want to use a direct quote, a paraphrase, or a summary of the original. Having the originals in front of you will allow you to double-check that you are quoting accurately and paraphrasing properly.

## Collect information and paraphrase right away

- Write down the citation information
- Paraphrase
- Add your own thoughts in a different color

## Use an app

If you prefer online files, you may want to take notes with an app such as OneDrive, Google Docs, OneNote, etc.

- Paste the file you are reading into the app
- Make notes of key information, paraphrases, and analysis alongside the digital file

## GETTING HELP: NOEL MEMORIAL LIBRARY AND THE STUDENT SUCCESS CENTER

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We know that research and writing can be a daunting process, and we are here to help you.

As an LSUS student you have access to a host of free research and writing services provided by experts through the Noel Memorial Library and Student Success Center. These services will help to support you throughout your academic career, sharing with you their expertise on research, citations, writing, and much more.

### Visit Noel Memorial Library for help with:

- Research
- Citations
- Avoiding plagiarism
- Useful resources:
  - Library Website
  - Book a Librarian
  - Chat with a Librarian
  - Workshops
  - Citation Drop-Ins

### Visit the Student Success Center for help with:

- Structuring your essay
- Paraphrasing and summarizing
- Grammar and punctuation
- Useful resources:
  - Student Success Center Moodle Page
  - In-person tutoring
  - Online tutoring

19.

## CONGRATULATIONS!

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Congratulations! You have finished all five modules of the *Understanding Plagiarism* pressbook.

You will now be able to ethically and successfully contribute to the scholarly conversation at LSUS and beyond. You will also be well prepared for success in your career as you have learned to put the necessary time and effort into your work, gained much knowledge, and developed good research, critical thinking, and writing skills.

A degree, diploma, or certificate earned in such a way is a true representation of all the hard work and dedication you put into your studies, and you can therefore rightfully be proud of your achievement.





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